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ABSTRACT

This is a report on two courses, one undergraduate and one graduate, which taught education majors, through films, discussions, book reviews, field trips, and community work, how to become master teachers skilled in reaching culturally different children. The report examines the purposes and content of the courses and concludes that they were successful. Student-written course evaluations are included which praise the course and the instructors. Racial balance among the students and participation of people dedicated to teaching were seen to create a productive situation. Outlines of the schedule of classes, reading lists, and subjects covered in each class session are included. The authors feel that students who are culturally different must be seen as having educational disadvantages as great as those with physical and emotional problems, and that it is important for educators to grasp the essentials of good teaching when dealing with the culturally different, as has been with the emotionally and physically disadvantaged. (CD)

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REPORT ON

TEACHING IN MULTI-CULTURAL/MULTI-ETHNIC SCHOOLS

(1974-75)

Melvin P. Sikes

Gerald Lynn Coe

SP009 689

PART ONE

(Pre-Service Training - Undergraduate Level)

The course 369K and 369L ("Teaching In Multi-cultural/ Multi-ethnic Schools") was designed to comprise a six-semester-hour sequence that not only would satisfy the Ethnic Studies component of the Teacher Education program at the University of Texas at Austin, but would deal specifically with the current, pressing problems of classroom management and teaching in multi-cultural/multi-racial settings.

This report discusses the first year of this program of pre-service training. Course content will be examined along with the teaching methodology, the philosophical ramifications, and the theoretical frame of reference for the six-hour experience.

Introduction

The goal of any teacher education program should be that of developing master teachers. A master teacher is defined as one who can teach at an optimum level all students for whose instruction she or he has had special preparation. Students having physical and emotional disabilities require a particular type of teacher whose education and training prepares her to deal with these types of differences. Education has been relatively successful in accomplishing this end.

Education has failed miserably in preparing teachers to deal effectively with the superficial differences of color, race, ethnicity, culture and socio-economic status. The many books and articles written about teacher attitudes, teacher effectiveness, discipline in the classrooms, school disruption, and the increasing number of court cases involving alleged discriminatory practices in schools attest to this fact. "Teaching In Multi-cultural/Multi-ethnic Schools" was designed to intervene at the pre-service level of the teaching career (the junior year) with the hope that such early educational efforts might serve as a preventive measure -- both in terms of adequately preparing teachers, and in terms of holding persons with excellent teaching potential who now are leaving the teaching profession because they can not cope with today's problems.

The Course

The major strength of this two-semester, six-hour sequence is its direct relationship to problems encountered in the classroom. The entire course is built around classroom difficulties as pointed out in the literature, but more specifically, it is built around those difficulties indicated by a tri-ethnic group of teachers from the Austin Independent School District.

Content

Generally it was felt that teachers should have an awareness of and respect for racial and cultural differences. Too, it was generally agreed that such knowledge (properly used) would alleviate most of the types of problems causing teachers the greatest distress in the classroom and the most violent disruptions in the schools. It was with this overall view in mind that the course content was developed. (Please see Attachment A for the actual outline that was distributed to the class.)

Community/School Involvement

An explanation of the "community/school internship" experience can be found under Attachment A, p. vii.

Class Evaluations

We attempted a pre-post evaluation. Demographic data were gathered by one instrument that sought also to determine how much and what kind of interaction these students had experienced with individuals from other racial and cultural backgrounds prior to their coming to the university. In addition, parental and peer attitudes toward minorities were sought. One question involved the type of school (predominately minority, all white, etc.) and region of the country preferred by the pre-service teacher. Finally, their own current attitudes were elicited.

Another instrument, modified with items from Jane Mercer's (University of California at Irvine) test battery, was used with her permission. These tests dealt largely with perceptions and stereotypes.

At the outset of the course most of the students had had little or no contact with minorities. Attitudes of most parents and peers were negative. Few students had close friends from other racial groups. Generally, these students wanted to teach in racially mixed schools, but expressed some anxiety. Ignorance about minorities (even by some of the minority students) was overwhelming! It is no wonder our schools are suffering. The attitudes ranged from mildly negative (largely through lack of experience) to rather positive. Most students were slightly "left of center." (A few student evaluations are attached to this report or are available. See Attachment B.)

An Additional Experience

A field trip to an external alternative school in Houston was the highlight of this course. (Films of the trip are available.) The free interaction of our UT students with those from the Ethnic Arts Center of Hope Development, Inc., and the comfort with which our students visited a junior high school in a very depressed area proved to the students and to me that the class had achieved its limited goal of helping the student begin his/her journey to in-depth understanding.

PART TWO

(In-Service Training - Graduate Level)

During the first six weeks of the summer session, 1975, "Teaching In Multi-cultural/Multi-ethnic Schools" was offered as a graduate level course with requirements at that level. These in-service teachers were required (1) to bring to class the biographies of 30 outstanding persons from racial groups different from their own (Mexican-American, White, Black, Native American), (2) to present a paper on how they will integrate multicultural education in their day-to-day teaching assignments, (3) to involve themselves and keep a daily log of community activities requiring a minimum of three hours per week in an "other culture" or "other race" setting, (4) to read and react to selected books.

This was a most outstanding class in many respects. There was an unbelievable racial balance due largely to the decision of some Teacher Corps students to take the course, along with their cooperating teachers and some teachers from the Austin Independent School District. This balance in conjunction with the continuous class participation and class interaction helped make the experience outstanding. A common reaction was, "I grew so much as a person and learned so much about me!" Perhaps this is what it should be about anyway! (Class evaluations are attached or available. See Attachment C. Course outline and assignments - see Attachment D.)

SUMMARY

369K-L - Undergraduate

It is obvious from observation, "outsider" reaction, and course evaluations by the students that 369K-L and 382 are achieving their goals. For 369K a minimum of three hours per week of intensive community involvement (under supervision) will be mandatory. Involvement in the schools will still be a part of 369L; however this year teachers who took the course 382 have volunteered to supervise the undergraduate in-school experiences. This assures the kind of activities that I desire for the 369L student.

In order to assure a desirable racial balance and to afford a richer experience for the pre-service teacher, efforts at cooperation between Huston-Tillotson and UT are being explored. Currently it is anticipated that 3 or 4 black and brown students may be able to enroll in 369K-L and receive credit at H-T. The Dean of the College and the Director of Teacher Education are working on this possibility. In addition, some of the classes will be held at H-T in a switch-off classroom setting. This will expose white students to a predominately black campus and atmosphere.

Should this not be possible, other means will be used to get classroom interaction in a racially mixed setting.

We shall continue to bring in junior high and school students for rap sessions during the second semester of the 369K-L series.

The "problems-orientation" will continue to be the approach at the undergraduate level, but more effort will be made to help the student "see" and "feel" the actual classroom situation as he may or others have encountered it.

Pre-post evaluation is being designed with the assistance of the Measurement and Evaluation Center and the Center for Teaching Effectiveness. A follow-up is also planned.

Field trips to alternative schools are scheduled again.

382 - Graduate

The same successful format used in the summer of 1975 is planned each semester for the in-service teacher. Community involvement will be mandatory but may be of a practical nature that will actually help the teacher in his/her everyday setting.

Evaluation of this graduate level offering also is planned.

Attachment A

EDP 369K: TEACHING IN MULTI-CULTURAL/MULTI-ETHNIC SCHOOLS
Fall/Spring 1974-75
Wednesday, 4 - 6:30 P.M.

Tentative Schedule

SEPT.	4	Introduction, Group Interaction, Pre-testing
	11	The Desegregation Issue
	18	The Black Experience in Motion
	25	The Black Experience in America
OCT.	2	The Black Experience in America
	9	The Black [illegible]e in America
	16	The Black Exp[illegible] in America
	23	The Brown Experience in Motion
	30	The Mexican-American Experience in America
NOV.	6	The Mexican-American Experience in America
	13	The Mexican-American Experience in America
	20	The Mexican-American Experience in America
	27	The Red (Native American) Experience in America
DEC.	4	Review and Rap
	11	Reading Period
	18	Post-testing

EDP 369K, TEACHING IN MULTI-CULTURAL/MULTI-ETHNIC SCHOOLS
Fall Semester 1974

SCHEDULE

(Various kinds of "Black" music will be played at each meeting. This includes 15 minutes of Jazz, Rock, Spirituals, Big Band and Blues. Selections will be played 15 minutes before the beginning of class and at the break.)

Sept. 4 INTRODUCTION

Pre-testing
Familiarization with surroundings (Research Center and how it operates)
Explanation of "why" the course and how it will be taught
Introduction of other faculty, guests, etc.
Distribution of bibliographies and other materials
Question-answer and General Rap

Sept. 11 BLACK HISTORY IN MOTION (Dr. Marjorie Mann Stuart and the TSU Dance Group

From Africa (with originally taped African music) through slavery to the present by use of dance and a multi-media show.
FILM: BLACK/WHITE UPTIGHT
Rap Session

(Our deep appreciation goes to Dr. Stuart for her many hours spent in choreographing the ideas and in developing appropriate slide productions. Our gratitude to the dance group.)

Sept. 18 DESEGREGATION - THE ISSUE!

The 1954 Supreme Court Decision and Its Ramifications 20 Years Later
Litigation as Resistance
Violence as Resistance
General Resistance (Busing, Neighborhood School Concept, Freedom of Choice, Academics, Etc.)
Question-answer and Rap Session

(Our gratitude to Dr. Carl Pickhardt for the many hours of research and preparation required to condense and present an abundance of literature from numerous sources.)

Sept. 25 and Oct. 2 — BASES OF THE BLACK EXPERIENCE

Constitutional and Scientific (as well as religious) bases for dehumanization
Intimidation, destruction of the family structure, etc.
The Criminal Justice System in historical perspective
The Armed Forces past and present
Politics past and present
On the Positive Side
Scientific contributions, Music, Dance, Drama, Sports, etc.

FILM: EYE OF THE STORM
Rap Sessions

Oct. 9 — SOCIAL-PSYCHOLOGICAL RESIDUALS

The Sikes Theory of Containment
Black Family, Black Child, Black Male, Black Woman
Business, Professions, Organizations (NAACP, Blacks Unlimited, Welfare Rights Organization, We The People, etc.)
Health, Economics

FILM: EYE OF THE BEHOLDER

Oct. 16 — EDUCATION

The Master Teacher and Classroom Competency
Higher Education: A Failed Responsibility
Black slang, dress, jive, English, hair style, etc., and their possible meaning for those who are "different"
Motivation: A concept in question
Teaching strategies in special situations
"Discipline" as a threat to teacher sanity
General classroom management

Question-answer and Rap

(My deepest appreciation to all of the community and organizational participants who assisted us during this period of exploration, analysis, examination and presentation.

Oct. 23 — THE BROWN (M-A) EXPERIENCE IN MOTION (Dr. Stuart and the TSU Dance Group

Highlights of the Mexican-American (Chicano) experience in America, communicated through movement.

FILM: YO SOY CHICANO

Oct. 30
Nov. 6
Nov. 13
Nov. 20

(I express deep appreciation to Dr. George Blanco, Director of Bilingual Education; Mr. Santos Reyes, Director of Mexican-American Studies, along with Mr. Jose Limon of that department and Dr. Rudolfo Arevalo, Office of Student Affairs, for their help in developing the Mexican-American content for Oct. 30 - Nov. 20. Miss Gloria Ramirez designed most of the tests and developed a majority of the bibliography for this element of the program. Miss Maria Martinez and Miss Ramirez assisted in the over-all development of a general approach to this content area.)

A schedule of presentations by date will be distributed prior to the October 23rd dance presentation.

Nov. 27 — THE NATIVE AMERICAN

Dec. 4 — REVIEW AND RAP: "View From The Top"

Dec. 11 — No Classes

Dec. 18 — POST-TESTING AND FINAL RAP SESSION

MEXICAN-AMERICAN SESSIONS

October	
23	Historical dance presentation
30	Mr. Jose Hernandez -.CPSES Mr. Tomas Zuniga TOPIC: "Cultural Awareness and the Mexican-American." Consists of group exercises and discussions sensitizing students to the culture.
November	
6	Mr. Jose Limon - Ethnic Studies TOPIC: "Historical Development of Chicanos in Texas"
13	Ms. Maria Barrera Mr. Severo Gomez TOPIC: "Bilingual Education" (Dissemination Center of Region 13 Education Service Center Austin ISD Austin, Texas)
27	Ms. Marta Cotera - Juarez Lincoln Center Ms. Annebelle Valle - S E R 2423 E. 1st Austin TOPIC: "Chicanos In Education" "Manpower Development in the Chicano Community"

EDP 369K - TEACHING IN MULTI-CULTURAL/MULTI-ETHNIC SCHOOLS
Fall Semester 1974 - Wednesday 4-6:30 - CMA 3.124

The following materials are on reserve in the Education Library and may be checked out from the circulation desk. These materials are to be read in preparation for class participation and various group assignments.

I. Black History In Motion (Read in preparation for Sept. 11)
   1. Harris, Middleton. The Black Book
   2. Geschwender, James A. The Black Revolt
   3. Rose, Arnold. The Negro in America
   4. Lindzey, Gardner. The Handbook of Social Psychology

II. Desegregation - The Issue! (September 18)
   1. There is an article on the ramifications of the 20 Year Supreme Court Decision on reserve under the title Supreme Court Decision.
   2. Knowles and Pratt. Institutional Racism in America
   3. Brown, Roger. Social Psychology
   4. Warner, William Lloyd. Social Class in America

III. Bases of the Black Experience (September 25 and October 2)
   1. Malcolm X. Autobiography of ...
   2. Kerner, Otto. Report of the National Advisory Commission on Civil Disorders
   3. Jones, Reginald L., ed. Black Psychology
   4. Cleaver, Eldridge. Soul on Ice

IV. Social-Psychological Residuals (October 9)
   1. Magazine articles will be distributed for individual participation.

V. The Brown Experience (October 23 - November 20)
   1. U.S. Commission on Civil Rights. Mexican-Americans and the Administration of Justice in the Southwest
   2. Alvarado, Roger. LA RAZA!
   3. AZTLAN, A Chicano Journal of the Social Sciences
   4. Acuna, Rodolfo. Occupied America: The Chicano's Struggle Toward Liberation
   5. Romano, Octavio, ed. Voices - Readings from El Grito
   6. El Grito

VI. The Native American
   1. Brown, Dee. Bury My Heart At Wounded Knee

Teaching In Multi-Cultural/Multi-Ethnic Schools
EDP 369L - Spring 1975

The second three hours of a six-hour ethnic studies component designed to meet the specific needs of teachers who may work in a multi-ethnic/multi-cultural situation is a community internship. Overall it is the purpose of this particular three hours to help the student in his endeavors to become comfortable in the minority community.

Specifically we would like for him to be afforded the opportunities (1) to talk with administrators, teachers and students in a setting similar to one in which he/she may be working; (2) have informal talks with parents of these students; (3) become familiar with and possibly meet with viable community organizations; (4) attend churches and otherwise get to know the Mexican-American and black communities. These students will be supervised during this time, but that supervision will in no way be designed to take any time from the regular duties and responsibilities of the administrators and faculties of the schools. Supervision will be largely done by university personnel. It is hoped that some administrators and teachers may be sufficiently interested that they would provide meaningful experiences for the students. But it is important that this not be mandatory.

Attachment C

COURSE EVALUATION

IT'S A MUST! THIS EXPERIENCE IS A MUST! NO, WE DIDN'T FIND ALL THE ANSWERS TO SOCIAL EQUALITY, BUT WE AS TEACHERS WERE MANED WITH A FEW TOOLS AND A LOT OF GUTS ON HOW TO DEAL WITH PREDUDICE AND THE MONOCULTURAL EDUCATIONAL SYSTEM.

THE COURSE BENEFITED ME AS A PERSON AS WELL AS A TEACHER, THE FOLLOWING COURSE CONTENT EXPLAINS WHY:

1. SEMINARS- WE HAD DAILY SESSIONS IN WHICH WE LEARNED ABOUT EACH OTHER AND OUR TEACHING EXPERIENCES. THIS MADE WAY FOR SHARING IDEAS IN WORKING WITH MULTI-CULTURAL GROUPS OF CHILDREN.

2. GUEST SPEAKERS AND AUDIO-VISUAL AIDS- ALL WERE OF QUALITYWHICH HELPED BRING OUR COURSE CONTENT TO LIFE. I LEARNED A LOT ABOUT WHAT'S HAPPENING NOW.

3. CLASS LECTURES- DR. SIKES DOESN'T JUST TEACH US, WE LIVE IT TOGETHER! HE MADE ME MAD, SICK, CRY, UPSET, SHOCKED, CONFUSED, BUT MOST OF ALL, HE MADE ME THINK!

4. READINGS- THESE MATERIALS HAVE AIDED ME IN MY TEACHING AS WELL AS INFORMED ME ABOUT VARIOUS COURT CASES AND HISTORICAL EVENTS OF WHICH I NEVER KNEW.

5. COMMUNITY INVOLVEMENT- AS A MEMBER OF TEACHER CORPS, I HAVE FOUND MY COMMUNITY WORK VERY REWARDING AND BENEFICIAL TO MY TEACHING. I'VE WORKED IN THE MEXICAN-AMERICAN COMMUNITY FOR THE PAST SIX YEARS. THIS SUMMER I AM TAKING PART IN THE BLACK COMMUNITY.

AFTER MAKING CONTACTS WITH ELLA MOORE AND OTHERS, I AM NO LONGER SHY OR HESITANT ABOUT MEETING OTHERS AND CONTINUING MY WORK.

THIS COURSE HAS TAUGHT ME ABOUT 'LOADED' TERMS, AND THEIR ILL EFFECTS, SUCH AS 'FORCED' IN FORCED BUSING, AND "INTERGRATION" AS OPPOSED TO DESEGREGATION, ETC. IT HAS MADE ME AWARE AND MANED ME WITH TOOLS TO THINK AND QUESTION MY SCHOOL SYSTEM IN HOPES OF BETTERING OUR SYSTEM. IT'S GIVEN ME LIGHT INTO THE BROWN AND BLACK EXPERIENCE AND HOW TO ENRICH MY TEACHING WITH THEM.

MOST IMPORTANTLY, IT HAS MADE ME AWARE THAT WE ARE ALL JUST PEOPLE WHO WANT TO BE OURSELVES AND LIVE TOGETHER IN HARMONY. COURSES LIKE THIS ONE CAN'T HELP BUT MOVE US IN THE RIGHT DIRECTION.

Kay McCuk

Cathy Alleman

CLASS EVALUATION

I care a great deal about this course and because I care I want to review the class critically as well praise it. I found EDP 382 a valuable and rewarding experience for me as a teacher as well as for me the person. In examining the class I'd like to look at several specific areas: films, guests, discussions, lectures, tools to work with, course emphasis, trips and field activities, and readings.

FILMS - I have taken several courses designed to make me culturally aware and as a consequence, I've seen the films shown in EDP 382. But the discussions following the fims were be far better in your class because they fit into the context of what we were studying and because the discussions seemed better planned and lead. I'd like to suggest a quick check of the class before you show the film to see how many have seen it before, because the 3rd time is a little slow.

GUESTS - I especially enjoyed the guest speakers and the chance to meet various members of the ethnic communities who were not teachers.

DISCUSSIONS - By far, disucssions were my favorite part of the class. I learn so much from others as well as their interaction with each other. The small group discussions are espcially good because they allow for intensive interaction on the part of more people. Sometimes just sitting around exchanging stories about our families and personal experiences gave the best insite into other cultures.

LECTURES - I was glad to see that you did not teach by the straight lecture method, that eliminates so much learning from interaction.

TOOLS TO WORK WITH - As a teacher I wish the class had given me more tools to work with in dealing with kids of various ethnic backgrounds, as well a socio-economic backgrounds. As a secondary teacher too often surviving is the first and most difficult task. I would have liked to have discussed disruptive behavior, what I do to precipitate it and/or what I can do to prevent it or handle it. Yet since most of the class taught in the elementary schools I felt that they were not as concerned with the problem because they saw less than secondary teachers do.

COURSE EMPHASIS - Relating to the above topic, I was sorry to see so few secondary teachers in the class. Concerns of secondary teachers differ to a large extent from those of elementary teachers. A better balance in the class would have helped me resolve some of my questions.

TRIPS AND FIELD ACTIVITIES - I sorry that we had to miss the trip to Houston to see the alternative school. Such an experience would be extremely enlightning. Because of the difficulties of trying to squeeze so much into the class in the summer six weeks session I wish the class could last 8 weeks. I also think that class attendance at the various field activities would improve if the class met somewhere and attended as a group.

READINGS - I enjoyed the wide scope of readings offered, yet found the Chicano Manifesto and Bury My Heart At Wounded Knee dry and hard to completely absorb. If you could find books

dealing with the Chicano and the Indian that are as moving and personally involving as Black Like Me I could have better understood and experienced as a Chicano and an Indian. To be in another's shoes, even if only vicariously, leaves a much deeper impression than an academic study does.

Finally I'd like to say that this is one of the few courses on cultural awareness where I as an Anglo could participate without feeling defensive. The community involvement activities (for me once a week at legal aid) were a great idea and I hope you require them of all your furture classes.

Good luck next semester, yours is the only ethnic studies class teachers and future teachers should be allowed to take.

Yolanda Garcia

Evaluation of the Course

Words can not even express how much this course has been worth to me. Starting with our dynamic professor, Dr. Mel Sikes, who has directed us and exposed us to many areas having to do with minority groups — in particular the Black and the Chicano. The ways he has come across to me have been warmth, intelligence, vast knowledge, concern and involvement in and for the minorities. Through this course, Dr Sikes has made me become aware of the Black and the Chicano histories of misery and suffering — something of which I knew of but not in depth. Books like Chicano Manifesto and The Black Book have really been eye-openers to my small knowledge of Chicanos and Blacks. Books like Black Like Me, Yo Soy Joaquin, and The Gringo Manual have

also opened my eyes to what's happening now-today. They have given me a better understanding and knowledge of what the Black and Chicano confronts in the political, educational, economics, and cultural aspects of life.

Other things or activities that I have liked about this course are:

1. The first day I walked into Dr. Mel Sikes class I felt uneasy not knowing too many people. The "getting-to-know" each other activities were very helpful in making me feel at ease and getting to know each other.

2. I liked having the panel discussion on the Supreme Court decision of '54. Although I didn't paticipate in the arguments, pro and con, at the table, I learned a lot by researching on the subject and listening to the panel discuss the decision.

(3) Although three days were not enough in covering the Black experience ~~as~~ of the Brown experience, I found seeing films, hearing guests and speakers in both experiences was beneficial to me in increasing my knowledge. Names and places discussed tied in very much to my readings like The Black Book and Gringo Manual. It is as if I knew who they were talking about — names and experiences were overlapping.

(4) I liked the role-playing Dr. Sikes did. It gave me a close feeling — a real awareness — of an experience that can confront us or rather me and it leaves me to thinking of what do I say next or what do I do next?

(5) The readings have had an impact in my thinking and knowledge of the Black

and Chicans. I know when I go back to my multi-ethnic school this fall I know I will be "clothed" with an extra dimension of sympathy, understanding, and knowledge of my children. I foresee activities which I hope to involve the children in knowing more about their cultures.

⑥ I like having to write about outstanding Blacks and Chicanos. It broaden my knowledge of outstanding people — an area I found my self weak in.

⑦ I liked Dr. Linehans' presentation of outstanding Black and Chicans performers in the fine arts — especially in Music. I found his presentation very interesting because I am quite interested in music for one reason and also because I learned about Carlos Chaves, Silvestre Revueltas, Billie

Holiday and Ella Fitzgerald — people I didn't know a thing about.

⑧ I have enjoyed doing community work at the Rosewood Zaragosa Center, Ortega School, the Ministerial Alliance of Austin, and working with the young girls of my church. I felt that I have been involved and have contributed — it's a good feeling.

I have enjoyed Dr. Sikes' course very much. It has been a wonderful experience. Not one day had been a dull one in his class. I have learned tremendously about the Chicano and the Black.

Course Evaluation

For two hours I sat in a quiet place thinking about this course. For another two hours I tried to unite and organize all those thoughts into a coherent unit -- an evaluation but I discovered that what I was trying to do was like trying to evaluate or define an emotion; You can name the symptoms or the signs but you can never quite get down to the essence.

Did the course help me? Yes! Yes! Yes! without any hesitation -or- reservation. How? Ah, that is much more difficult. The literature gave me a historic perspective; a starting point for emotional and intellectual development and more facts to support some gut-level feelings. The community work increased awareness, respect, anger, resolve. I did feel totally ill at ease with the spectator aspect of church visits and that perhaps you might include a provision for students to develop their own community involvement program and clear it through you. The interaction/discussions with others in the class was invaluable. I don't believe that people can ever get to know and interact with each other without profiting -- but these interactions have always been so positively profitable. Marcy was/is an exquisite compliment to you and a truly fine person to be able to experience. Her dignity, dedication and serenity are both awe inspiring and provide a tranquil place for troubled or turbulent souls to rest when the atmosphere gets too heavy. And then there's you, Mel. Without your caring and courage there could not be this course. You stripped away many of my defenses leaving me vulnerable; but that had to be done for me to give as much and to get as much. And, you didn't

leave me or anyone else vulnerable without first doing two things. First you put your bare unprotected soul out to absorb any attacks or pain before it could reach the rest of us -- and to show us that such things can be done -- Then, you cared enough that I felt like I could follow suit and still be safe. These are feelings, signs, symptoms of what the class has done for me but they don't really get to the essence of how. The closest I can come to answering how the course helped me is to say I am a better person, I will walk out a better person than when I came in and I thank you for it.

Course Evaluation

I never realized, nor did I really ever take the time out to think about, the problems we are faced with because ~~of~~ of the fact that we are Black, Mexican American, or a member of any other minority group for that matter. Now I do! And I owe it to this course. I strongly feel that this course has indeed been one of the most, if not the most, beneficial, enriching, and worthwhile courses I have ever enrolled in. Not only have I become more aware and appreciative of my culture and others as well, I also feel I have certainly established a better understanding of the Black, Mexican American situation.

Because of the interest I have in children I hope to successfully utilize the knowledge I have acquired in this course with my children in the fall. Meeting each child's needs is of utmost importance, yet at times I could not do so because of the mere fact that I did not know what approach or just exactly how to tackle that situation. At this point, I feel much more comfortable and competent in this particular area. I know now some of the important factors

to consider in doing so.

My favorite and most enjoyable part of the course was that of the community involvement. Community Involvement immediately makes one aware that all teachers need to be sensitive to and knowledgeable about ethnic minorities. Although I have been exposed to various community areas already, I still benefited from this part of the course because I was given the opportunity to participate with the Rosewood Parks and Recreation Center. I did not know much about this center but am now familiar with the activities and the program involved. Perhaps, this part of the course served as a well, worthwhile enrichment for me. I hope to continue working at Rosewood throughout the summer since I have found it to be well worth my time and enjoyable as well. I also realized that there is no end to learning about children!

This course stresses many important points, but there is one significant fact that I would hope <u>all</u> teachers would be made more aware of and more sensitive to. That being, to be an effective and meaningful teacher, he must know and accept each child, regardless

of his ethnic background. To me, this is one of the major roles, if not the major role, that a teacher must perform.

Last, but certainly not least, Mel, you a real supercalafragalisticexpialadocheo of a person!!

Attachment D

Teaching In Multi-Cultural/Multi-Ethnic Schools
EDP F382 - Summer 1975
Professor Melvin Sikes

Teaching is like the concept of Christianity. Ideally it is a constant striving toward becoming as well as teaching others how to seek perfection. Somewhere in this process it is implicit that the ultimate goal may never be reached, but an ultimate kind of good may be achieved in a totally committed search.

The master teacher is one who is capable of teaching effectively a varied clientele. This relates to ethnic, cultural and racial differences as well as to some types of physical disabilities. This teacher must know that too often racial, ethnic, cultural or even religious differences may be to a particular student a debilitating disability. Teaching, then, is much more than imparting knowledge or information.

The purpose of the laboratory experience "Teaching In Multi-Cultural/ Multi-Ethnic Schools" is in some way to assist the committed teacher in his or her endeavors to become a master teacher. More particularly, because of the social deficits resulting from our very imperfect society, the major weakness faced by the teacher is the difficulty that we have in understanding and communicating across color lines. It is our hope that this course will help you deal much more effectively with actual problems faced in the classroom that may result from our lack of experience in our interpersonal relationships with individuals who are <u>different</u>.

Method

We hope to achieve some success in helping ourselves develop social understandings (more particularly racial, cultural and ethnic sensitivities) at a deeper and more inclusive level. Exposure to and interaction with persons who are different currently appears to be the most effective way of dealing with the problem of isolation. Consequently our "course" will be geared largely toward the experiential as opposed to a merely cognitive kind of learning.

A minimum of 3 clock hours per week in community involvement will be required in addition to regular class meetings. The community work will be determined on the basis of individual needs, wishes and/or desires. However the experiences will be limited to work in at least 3 of 4 areas.

(1) Department of Parks and Recreation activities (which will involve parents as well as children)
(2) Churches
(3) Legal Aid
(4) Governmental Structures

Requirements

For a grade of B the following requirements must be met.

(1) A log of community activities and involvements

(2) Biographical sketches of at least 15 Mexican-American and black individuals who are outstanding in the sciences, the arts (including the performing arts), literature and government.

(3) A brief paper on how you will integrate into your teaching the contributions of minority group individuals who historically have been left out of our American history.

(4) A final paper (due July 1). This paper should be an evaluation of the course from your point of view and should contain some indication of whether or not the course was beneficial to you, why, or why not.

(5) A one-paragraph summary and a one-paragraph reaction to
- Black Like Me
- The Black Book
- Chicano Manifesto
- Gringo Manual
- Bury My Heart At Wounded Knee
- "The American Indian: A Dispossessed People"

A grade above B will be predicated on the amount of work done and the experience gained beyond the basic requirements of the course.

OFFICE HOURS

(By Appointment)

Sutton Hall 311 Phone 471-7117

Reading List

The Black Book

The Autobiography of Malcolm X

Soul On Ice

Survival: Black/White

Black Like Me

White Dog

Institutional Racism

Race and Racism

Sex and Racism in America

Nobody Knows My Name

Bibliography On Racism

Black Psychology

Ebony

Death At An Early Age

South Today

Integrated Education

Muntu

Can't You Hear Me Talking To You
(C. Mirthes)

Teaching Strategies For Ethnic Studies
(James A. Banks)

The American Indian: A Dispossessed People

Black Agenda For Career Education

Racism In America

Chicano Manifesto

Gringo Manual

Yo Soy Joaquin

Atzlan

El Grito

Bury My Heart At Wounded Knee

Black Misery (Langston Hughes)

The Black Self (Wyne, White, Coop)

Beyond Black and White

Deep South

What Black Educators Are Saying

Black Education: Myths & Tragedies

Kerner Commission Report

The Black Child: A Parent's Guide

Many of these books and others are available in the Education Library,
or in the CPSES Library,
or in Sutton Hall 311.

MEXICAN-AMERICAN/CHICANO

BARBER SHOPS

Northwest Barber Shop
Pete Perales-owner
6011 Burnet Road
453-9215

Torres Barber Shop
2709 Rogge Lane
926-4338

DANCE HALLS

El Chaparral
831 Houston
(open Wed-Fri,Sat-Sun)
453-9076

Montopolis Community Center
1700 Montopolis Drive
385-3691

Austin Coliseum
1000 Barton Springs Rd.
477-2121

GARAGES AND BODY SHOPS

Mingo's Body and Paint Shop
10201 North Lamar
836-0600

Garcia Transmission Exchange
1612 East 1st
476-3767

Guadalupe Villarreal
Wrecker Service
10201 Sun Hill
837-1060

Martinez Gulf Service
9318 N. Interregional Hwy.
836-9999

Rudy's Auto Shop
811 W. 5th
472-3649

Vallejo's Automotive
403 W. Mary Street
441-2047

LEGAL SERVICES

Gabriel Gutierrez, Jr.
1010 E. 7th
472-4588 or 442-3709

Philip Juarez
510 W. 10th
472-1159

Lawyer Referral Service
of the Travis County Barr
Association
314 W. 11
472-8303

Community Legal Services
1807 Rosewood
472-1531

Legal Aid and Defender
Society
1807 Rosewood
474-1531

MOVIE PLACES

Fiesta Drive-In Theater
1601 Montopolis
385-1953

NEWSPAPERS

El Despertador de Tejas
c/o MAYO - UT Austin

The Echo
P.O. Box 6354
385-6779

La Fuerza
1811 South First
442-1457

Musica
P.O. Box 6354
385-6779

The Texas Observer
600 West 7th
477-0746

RADIO

KOKE-FM Radio 95.5
"Buenos Dias" with
Jose Garcia
6-10:00 a.m., 7 day/wk.
3108 North Lamar
471-4184

KUT-FM Radio 90.3
Radio-Television Bldg,
UT; with Marcelo Tafoya
11-1:00 p.m. Mon.-Fri.

KGTN-FM 96.7
9-12:00 midnight
5 days/wk.
Georgetown

KGTN-AM 1530
3-5:00 p.m.
5 days/wk.
Georgetown

RECORD SHOPS

Maldonado Record Shop
1114 East 1st
472-0441

Valmon's Jewelers
and Record Shop
#1-313 East Sixth
477-1981

#2-2785 East Seventh
477-2593

RECREATION CENTERS

Montopolis Community
Center
1700 Montopolis Center
385-3691

Pan American Recreation
Center
2100 East Third
476-9193

BLACK

RELIGIOUS STUDENT CENTERS

Baptist	2204 San Antonio	474-1429
Canterbury Assoc.	209 West 27th	477-6839
Catholic	2010 University	476-7351
Hillel Foundation	2105 San Antonio	476-0125
Lutheran	2200 San Antonio	476-1787
Methodist	2434 Guadalupe	478-5693
Metropolitan A.M.E.	1105 E. 10th St	478-2857
United Campus Ministry	2205 San Antonio	478-4677
Grant Chapel A.M.	1190 Chicon	472-2827
Simpson Methodist	1703 E. 12th	472-8818
Eastside Church of Christ	3106 East 14th 1/2 St	477-1647

EAST SIDE CHURCHES

Ebenezer Baptist	1010 E. 10th	478-1875
David Chapel Missionary	2211 E. 19th	472-9748
Mt. Sinai	2000 E. 12th	477-1081
Mt. Zion	2942 E. 13th	477-8080
New Hope	2405 E. 16th	472-2280
New Mount Olive	1800 E. 11th	472-4332
Nineteenth Street	1500 E. 19th	477-9172
Olivet	1179 San Bernard	478-7023
Pilgrim Rest Primitive	2314 E. 11th	476-0170
Rosewood Avenue	1820 Rosewood	476-2801
Twelfth Street	2205 E. 12th	478-2706
Zion Hill	1701 Chestnut	476-0838
Holy Cross Chruch	1600 E. 11th	472-3741

DENTISTS AND DOCTORS

Ali Abdulla Saleh	610 West 30th #118	
Dr. Norman Mason	2113 East 19th St.	477-9775
Dr. Joseph P. Quander, Jr.	2015 Manor Rd.	474-1465
Dr. Sidney White, Jr.	2113 East 19th	477-9775
Dr. Roosevelt Taylor, Jr.	2015 Manor Rd.	474-1465
Dr. John M. McGuire O.D.	2113 E. 19th	476-9907

LEGAL AID:

American Civil Liberties Union, 600 W. 7th, 477-3478, 8:30 a.m. til 5:30p.m. M-F
University Student's Attorney: Services available free of charge, all civil matters.
University Y/Middle Earth, 2330 Guadalupe, 472-9246. There is a lawyer referral list available mainly for drug cases.
Community Legal Services:
Civil Cases, 2220 Rosewood..... 476-6321
Domestic and Family Law.....510 W. 10th
Lawyer Referral..... 472-8303